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| **Topics** | *Anatomy, Reproduction, & Pregnancy, Puberty & Development, Self-Identity, Prevention, Healthy Relationships, Washington State Laws* | **Unit Title** | *Sexual Health Education* |
| **Lesson Description (Teacher Role)** | **Learning Outcomes** | **Lesson Activities (Student Role)** |
| **# 1** | **Title:** | **Reproductive System** | The student will be able to:* Name the parts of the male and female genitals and reproductive systems.
* Describe the path of an egg during the menstrual cycle.
* Describe the path of a sperm during ejaculation.
* Recognize that there is a wide range of normal anatomy.
* Name the 3 main components of sexual response.
 | * Students will complete the warm-up
* Students will review the external reproductive system by labeling diagrams.
* Students will review the internal reproductive system by labeling diagrams.
* Students will define sexual response terms.
* Students will complete the exit ticket.
 |
| **Time:****50 min** | Using visuals, the teacher describes the external and internal reproductive organs, while students follow on their worksheets. The teacher also describes the main components of the sexual response system. The class concludes by identifying organs and structures with similar roles.<http://www.etr.org/flash/flash-curriculum/flash-curriculum/high-school/lesson-2-the-reproductive-system/> |
| **Grade Level Outcomes** | * Summarize fertilization, fetal development, and childbirth. H1.Se1.HSa
* Explain the role hormones play in sexual behavior and decision- making. H5.Se1.HS
* Describe emotional, social, physical, and financial effects of being a teen or young adult parent. H1.Se1.HSb
* Describe behaviors that impact reproductive health. H1.Se1.HSc
* Describe steps of testicular self- exam and the importance of breast self-awareness.H7.Se1.HS
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| **# 2** | **Title:** | **Pregnancy** | The student will be able to:* Identify the laws related to reproductive and sexual health care services.
* Describe the signs of pregnancy.
* Describe prenatal practices that can contribute to or threaten a healthy pregnancy.
* Access medically accurate information about pregnancy, pregnancy options and prenatal care services.
 | 1. Students complete the warm-up question.
2. Students brainstorm early signs of pregnancy either individually, partners or small groups.
3. Students play “Two Truths and a Lie” game.
4. Have students complete the individual homework assignment as in classwork. Can do with a partner if teacher wants.
5. Have students complete the exit ticket.
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| **Time:****50 min** | The teacher uses visuals to describe the main processes related to pregnancy. The class brainstorms the early signs of pregnancy and discusses local pregnancy testing resources. The lesson concludes with a game to review content.<http://www.etr.org/flash/flash-curriculum/flash-curriculum/high-school/lesson-3-pregnancy/> |
| **Grade Level Outcomes** | * Describe emotional, social, physical, and financial effects of being a teen or young adult parent. H1.Se1.HSb
* Summarize fertilization, fetal development, and childbirth. H1.Se1.HSa
* Describe laws related to accessing sexual health care services. H3Se6.HS
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| **# 3** | **Title:** | **Sexual Orientation and Gender Identity** | The student will be able to:* Differentiate between biological sex, sexual orientation and gender identity.
* Summarize ways that society places expectations on people to be heterosexual and to conform to gender norms.
* Summarize ways to show courtesy and respect for others whose aspects of sexuality are different from one’s own.
 | 1. Students complete the warm-up. (Do not use it to start a class discussion or share outs.)
2. Students participate in a definitions activity. You can either print the strips out for each students to fill in and keep for their own or you can have students have strips cut out and poster paper around the room with each of the 4 vocab words on it. Then students will take their strips and assign it to the word.
3. Students will view the “LGBTQ Discrimination” Video and then participate in a class discussion.
4. Students will participate in the advice column activity. Each student needs a copy of the handout.
5. Students complete the individual homework in class.
6. Students complete the exit ticket.
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| **Time:****50-60 min** | Students differentiate between biological sex, sexual orientation, sexual behavior and gender identity by matching definition strips to terms on papers hung around the room. Next, they view a short video that illustrates the ways society places expectations on people to be heterosexual. The teacher leads a class discussion to follow up, covering the ways that these expectations and pressures can be harmful to all people. Finally, students analyze a fictional advice column and apply the content they have covered in class by analyzing the response and offering their own advice.<http://www.etr.org/flash/flash-curriculum/flash-curriculum/high-school/lesson-4/> |
| **Grade Level Outcomes** | * Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation. H2.Se3.HS
* Distinguish between biological sex, gender identity, gender expression and sexual orientation. H1.Se.3.7
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| **# 4** | **Title:** | **Undoing Gender Stereotypes** | The student will be able to:* Analyze the influence of friends, family, media, society and culture on the expression of gender.
* Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors and relationships.
* Name at least one way in which gender stereotypes may limit one’s ability to make healthy decisions.
 | 1. Students participate in the warm-up.
2. Students participate in class discussion about stereotypes.
3. Students participate in “Gender Box Brainstorm”
4. Students analyze gender pressures through an all class activity.
5. Students will participate in small group scenarios then students will do a small group share-out.
6. Students will take an anonymous sexual attitudes survey. (tally the results ASAP to review the next class period)
7. Have students complete the exit ticket.
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| **Time: min** | Students begin by defining what a stereotype is, and then complete a “gender box” activity in which they identify stereotypes and expectations placed on people because of their gender. Afterward, students analyze the pressures placed on people to conform to these expectations, including the role of harassment and homophobia. Students complete a scenario activity to identify ways these stereotypes and expectations influence people’s real-life behaviors. They conclude by challenging the stereotypes and identifying healthier options. After the lesson, the teacher administers a Sexual Attitudes Survey, the results of which will be shared during Lesson 7: Coercion and Consent.<http://www.etr.org/flash/flash-curriculum/flash-curriculum/high-school/lesson-5/> |
| **Grade Level Outcomes** | * Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation. H2.Se3.HS
* Distinguish between biological sex, gender identity, gender expression and sexual orientation. H1.Se.3.7
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| **# 5** | **Title:** | **Healthy Relationships** | The student will be able to:* Summarize the qualities of a healthy dating relationship.
* Demonstrate effective strategies to avoid or end an unhealthy relationship.
* Demonstrate effective communication strategies to prevent, manage or resolve interpersonal conflicts.
 | 1. Students will complete the warm-up activity.
2. Students complete the “How I want to be treated by my boyfriend/girlfriend” worksheet.
3. Students then complete the activity around the room initially each of their top 5 qualities. Then stand at their #1 quality and participate in class discussion.
4. Students will analyze scenarios and participate in a class discussion.
5. Students will participate group demonstration and role-play.
6. Have students complete the assessment questions as their exit ticket.
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| **Time:** **min** | The lesson begins with students identifying how they want to be treated by a girlfriend or boyfriend. They then review the signs of healthy, unhealthy and abusive relationships, and practice identifying these signs in two relationship vignettes. The lesson concludes with student volunteers acting out a communication skills demonstration, while the rest of the class offers advice to the actors, applying the skills learned in the lesson. <http://www.etr.org/flash/flash-curriculum/flash-curriculum/high-school/lesson-6/> |
| **Grade Level Outcomes** | * Distinguish between biological sex, gender identity, gender expression and sexual orientation. H1.Se.3.7
* Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation. H2.Se3.HS
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| **# 6** | **Title:** | **Coercion and Consent** | The student will be able to:* Define sexual consent and explain its implications for sexual decision making.
* Analyze techniques that are used to coerce or pressure someone to have sex.
* Describe potential impacts of power differences within sexual relationships.
* Explain why it is an individual’s responsibility to verify that all sexual contact is consensual.
* Summarize why individuals have the right to refuse sexual contact.
* Explain why it is wrong to trick, threaten, or coerce another person into having sex.
 | 1. Have students complete the warm-up: Why is it important to understand consent and actively work to end sexual violence?
2. Have students view “Consent with Tea” video clip to set the tone for consent.
3. Students review the survey results from lesson 4.
4. Students participate in a group discussion to define sexual assault, coercion and consent.
5. Students will review sexual assault laws.
6. Students will participate in group discussion about power imbalance and age differences.
7. Students will be divided into 6 groups and participate in the scenario activity. (If running low on time this lesson could be done over a 2-day period.)
8. Students will ask questions about sexual assault and consent.
9. Students will complete the exit ticket.
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| **Time:****min** | Students review the results of the Sexual Attitudes Survey from Lesson 5 in order to set social norms that do not support sexual violence. The teacher then leads a class discussion to generate definitions of sexual assault, coercion and consent, followed by a discussion about the potential problems caused by power imbalances and age differences. Students conclude by working on scenarios in small groups, determining if consent is or is not present.<http://www.etr.org/flash/flash-curriculum/flash-curriculum/high-school/lesson-7/>Consent for Tea: <https://www.youtube.com/watch?v=Gp6alIALDHA> |
| **Grade Level Outcomes** | * Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. H4.W5.HS
* Differentiate between affection, love, commitment, and sexual attraction. H1.Se5.HSa
* Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships. H1.Se5.HSb
* Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent. H4.Se5.HS
* Analyze factors that can affect the ability to give or recognize consent to sexual activity.H2.Se5.HS
* Identify laws and concerns related to sending or posting sexually explicit pictures or messages. H1.Se6.HSb
* Examine laws and consequences related to sexual offenses, including when a minor is involved. H1.Se6.HSa
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| **# 7** | **Title:** | **Online Safety – Sexual Violence Risk** | The student will be able to:* Evaluate the potentially positive and negative roles of technology and social media in relationships.
* Describe strategies to use social media safely, legally and respectfully.
* Analyze the effect of technology on personal and community sexual health practices and behaviors.
 | 1. Students complete the warm-up activity.
2. Student’s brainstorm ways they use online spaces and digital tools to communicate and what they use them for.
3. Student’s evaluate their brainstorm and sort the sources into a T-chart (Positive and Negative)
4. Students participate in a discussion about sexual violence and its links to technology.
5. Students participate in small groups to identify online risky behaviors using the “Online Behaviors to Avoid” handout and then the “Communication scenarios” wkst.
6. Students complete the exit ticket.
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| **Time:****min** | Students brainstorm online and digital technology resources used by teens, and what those resources are used for. They evaluate their brainstorm to determine the potentially positive and negative roles of technology and social media. The teacher leads a discussion about sexual violence, specifically as it relates to technology, and then students use a research-based list of "online behaviors to avoid" to identify risky behaviors in a series of scenarios involving online communication.<http://www.etr.org/flash/flash-curriculum/flash-curriculum/high-school/lesson-8/> |
| **Grade Level Outcomes** | * Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. H4.W5.HS
* Differentiate between affection, love, commitment, and sexual attraction. H1.Se5.HSa
* Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships. H1.Se5.HSb
* Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent. H4.Se5.HS
* Analyze factors that can affect the ability to give or recognize consent to sexual activity. H2.Se5.HS
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| **# 8** | **Title:** | **Abstinence (Refusal Skills)** | The student will be able to:* Define abstinence.
* Demonstrate effective use of refusal skills.
* Analyze influences that may have an impact on deciding to be abstinent.
 | 1. Students complete the warm-up.
2. Students define abstinence either individually or in partners and then share-out.
3. Students brainstorm ways to clearly say No.
4. Students will volunteer to role-play scenarios to practice refusal skills.
5. Students will participate in small group practice using scenarios and the refusal skills checklist.
6. Students will debrief after each scenario and then repeat the sequence.
7. Students will complete the exit ticket.
 |
| **Time:****50-60 min** | Students define abstinence and learn the steps to refusing effectively. In small groups, they practice using refusal skills and observe their peers modeling effective refusal skills.<http://www.etr.org/flash/flash-curriculum/flash-curriculum/high-school/lesson-9/> |
| **Grade Level Outcomes** | * Identify ways to access accurate information and resources for survivors of sexual offenses. H3.Se5.HS
* Identify state laws related to sexual offenses, including when a minor is involved. H1.Se6.8b
* Analyze potential dangers of sharing personal information through electronic media. H1.Sa3.HS
* Advocate for violence prevention. H8.Sa3.HS
* Evaluate societal influences on violence. H2.Sa3.HS
* Identify laws and concerns related to sending or posting sexually explicit pictures or messages. H1.Se6.HSb
* Examine laws and consequences related to sexual offenses, including when a minor is involved. H1.Se6.HSa
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| **# 9** | **Title:** | **Birth Control Methods** | The student will be able to:* Summarize how to prevent pregnancy and STDs
* Summarize the importance of using birth control and condoms correctly and consistently.
* Explain the value of using condoms at the same time as another form of birth control.
* Explain the importance of contraceptive counseling and services if sexually active.
* Define emergency contraception and how it works.
* Identify the laws related to getting birth control and STD services.
* Know how to access medically accurate information about birth control and condoms.
* Evaluate the effectiveness of using condoms and birth control in preventing pregnancy and the spread of STDs and HIV.
 | 1. Students will complete the warm-up activity.
2. Students will be in small groups (9 groups total). Each group will pick a birth control method by pulling it out of a brown bag.
3. Students will study their assigned birth control and then create a 2 minute commercial that is: accurate, respectful, appropriate for school and no putdowns of any other methods.
4. Students perform their commercial for the class. The audience will use the “Commercial Watchers Worksheet”
5. Students will participate in a “best method” discussion.
6. Students complete the individual homework as classwork.
7. Students will complete the exit ticket.
 |
| **Time:****50-60 min** | Small groups are assigned different birth control methods to write a commercial for, using Birth Control Fact Sheets for reference. The small groups take turns performing their 2-minute commercial for the class, while observers identify two important points about each method on the Commercial Watchers Worksheet. The class summarizes main points after each commercial. The lesson concludes by having students evaluate the “best method,” justifying their conclusions with accurate medical information.<http://www.etr.org/flash/flash-curriculum/flash-curriculum/high-school/lesson-10-preventing-pregnancy-birth-control-methods/> |
| **Grade Level Outcomes** | * Analyze how a variety of factors impact personal and community health. H2.W3.HS
* Understand that people can choose abstinence at different times in their lives. H1.Se4.HSb
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| **# 10** | **Title:** | **Preventing HIV and STDs \*\*** | The student will be able to:* Describe common symptoms of and treatments for STDs, including HIV.
* Explain the importance of STD and HIV testing and counseling if sexually active.
* Describe the steps to using a condom correctly.
* Develop a plan to attain a personal goal to avoid or reduce the risk of contracting an STD.
* Make a commitment to practice healthy sexual behaviors.
 | 1. Students complete the warm-up question.
2. Students will participate in the graffiti sheet exercise. Students will walk around the room and complete the sentences starters on each poster.
3. Students will participate in a class debrief of the answers on the graffiti sheets.
4. Students write down the steps for putting on a condom as the teacher demonstrates the proper way to put on a condom. (use a penis model) \*You can have a student demonstrate if they are confident enough to do all the steps correctly or being willing to be corrected as they demonstrate.
5. Students will complete the “My Plan for Avoiding STDs” worksheet using their resource sheet.
6. Students will complete the exit ticket.
 |
| **Time:****50-60 min** | Students complete sentence stems on graffiti sheets to learn key concepts about STDs, including transmission, consequences and prevention. The teacher leads a condom demonstration exercise so students can learn the steps to using a condom correctly. The lesson concludes with students setting personal goals that will help them avoid getting or giving an STD.<http://www.etr.org/flash/flash-curriculum/flash-curriculum/high-school/lesson-11-sexually-transmitted-disease-std-prevention/> |
| **Grade Level Outcomes** | * Analyze how a variety of factors impact personal and community health. H2.W3.HS
* Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV. H1.Se4.HSa
* Demonstrate steps to using a condom correctly. H7.Se4.HS
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| **# 11** | **Title:** | **Condoms for Pregnancy & Other STDs** | The student will be able to:* Summarize how HIV is transmitted.
* Summarize the importance of using condoms consistently and correctly to reduce the risk of pregnancy and HIV/STD infection.
* Describe the steps to using a condom correctly.
 | 1. Students complete the warm-up activity.
2. Students will brainstorm barriers, solutions and benefits\* for condom use. (Include the positives for condom use)
3. Students will participate in a class discussion on the effectiveness of condoms.
4. Students will observe a condom use demonstration on proper way to put on a condom.
5. Students will practice putting a condom on the model. \*\*If your school doesn’t allow practice then have students complete the “Condom Line Up Cards” activity instead. Or you can use the Alternative 2 activity.
6. Students will observe a female condom demonstration.
7. Students will summarize why teens are successful at using condoms.
8. Students will complete the exit ticket.
 |
| **Time:****50-60 min** | This lesson begins with a brief overview of HIV and other STDs, focusing on prevention, transmission, symptoms and consequences. Students then brainstorm reasons someone might not use condoms, and solutions to those problems. They also brainstorm a list of the benefits of condoms. The teacher then demonstrates correct condom use to the class, and students have the opportunity to practice correct condom use skills. Finally, students see a brief demonstration of the female condom.<http://www.etr.org/flash/flash-curriculum/flash-curriculum/high-school/lesson-12/> |
| **Grade Level Outcomes** | * Analyze prevention, lifestyle factors, and treatment of communicable and non-communicable diseases. H2.W2.HSa
* Assess personal risk factors and predict future health status. H2.W2.HSb
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| **# 12** | **Title:** | **Testing for HIV (computer)\*** | The student will be able to:* Access valid and reliable information about local STD and HIV testing and treatment services.
* Explain the importance of testing for STDs, including HIV, if sexually active.
* Advocate for sexually active youth to get testing and treatment for STDs including HIV.
* Use strategies to overcome barriers to testing for STDs, including HIV.
 | 1. Students will answer the warm-up question.
2. Students will complete an HIV review quiz in groups of 2-4. Students will review the answers as a whole class.
3. Students will research local clinics that offer HIV testing. \*\*\*Students will need computers and internet.
4. Students will fill out the “where to get tested” worksheet for each clinic.
5. Students will role play offering advice on testing for fictional scenarios.
6. Students will complete the exit ticket.
 |
| **Time: 50-60****min** | In this lesson, students do Internet research to learn about testing for HIV and other STDs in their community. Based on their findings, they write advice to fictional students to help build skill and comfort in getting an STD test.<http://www.etr.org/flash/flash-curriculum/flash-curriculum/high-school/lesson-13/> |
| **Grade Level Outcomes** | * Analyze how a variety of factors impact personal and community health. H2.W3.HS
* Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV. H1.Se4.HSa
* Demonstrate steps to using a condom correctly. H7.Se4.HS
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| **# 13** | **Title:** | **Communication & Decision Making** | The student will be able to:* Demonstrate effective communication skills to promote sexual health and healthy relationships.
* Choose a healthy alternative when making a sexual health-related decision.
* Apply a decision-making model to various situations relating to sexual health.
 | 1. Students complete the warm-up question.
2. Students will complete the “Communication and Refusal Skills” handout.
3. Students will work individually on the first 3 situations on the “Real-Life Situations” worksheet.
4. Students will then become groups of 3 and share their answers and give each other positive feedback for their answers.
5. Students will then repeat working individually on the final 3 scenarios and then rejoin their group of 3 and complete the sharing and feedback process.
6. Students will then complete the exit ticket.
 |
| **Time:****50-60 min** | Students review communication skills covered in previous lessons, and read a list of gist-based statements about sexual health derived from material covered throughout the FLASH curriculum. Students then work individually, in small groups, and finally as a whole class to use their communication skills and gist-based statements to make and communicate sexual health-related decisions. They express support for their peers’ effective use of communication skills, reinforcing healthy norms and increasing self-efficacy.<http://www.etr.org/flash/flash-curriculum/flash-curriculum/high-school/lesson-14/> |
| **Grade Level Outcomes** | * Analyze prevention, lifestyle factors, and treatment of communicable and non-communicable diseases. H2.W2.HSa
* Assess personal risk factors and predict future health status. H2.W2.HSb
* Create a resource that outlines where and how students can access valid and reliable health information, products, and services. H3.W4.HS
* Advocate for STD testing and treatment for sexually active youth. H8.Se4.HS
* Identify local youth-friendly sexual health services. H3.Se4.HS
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| **# 14** | **Title:** | **Improving School Health (cumulative project)\*** | The student will be able to:* Encourage the school environment to promote the health of others.
* Persuade and support others to avoid or reduce risky sexual behaviors.
* Use peer and societal norms to formulate health enhancing messages about avoiding or reducing risky sexual behaviors.
 | 1. Students will complete the warm-up question.
2. Students will be introduced to a social norms campaign.
3. Students will review what social norm statements are.
4. Students will be in small groups of 3-5 students and they will pick one topic that interests them the most. Some statements can be repeated by other groups if needed.
5. Students will use the “Poster Guidelines” handout for their posters. They will complete their posters in class.
6. Students should aim to have the quality of their work to be good enough to get displayed around the school campus.
7. Students complete the exit ticket.
 |
| **Time:****50-60 min** | This final lesson asks students to create a social norms campaign in order to impact the larger school environment. Students work in groups to make posters that dispel commonly held misperceptions and replace them with accurate statements. Posters are then displayed in the school, helping to reshape social norms that support healthy behavior.<http://www.etr.org/flash/flash-curriculum/flash-curriculum/high-school/lesson-15/> |
| **Grade Level Outcomes** | * Analyze how a variety of factors impact personal and community health. H2.W3.HS
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| **Possible Assessment Ideas**Traditional Assessments: (See Examples)1. Create 2-3 quizzes that focus on key concepts for questions
2. Create an end of unit test focusing on key concepts for questions

Project Assessments: Pick a topic that you want to extend learning on and assign a project. (Good alternatives for Lesson 15)1. Create a PSA (Public Service Announcement).
2. Create a Google Slides Presentation
3. Create a Prezi
4. Create a video or animation
5. Create a school wide campaign
6. Morning Announcement “Commercial”
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